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**2003-2004 No Child Left Behind—Blue Ribbon Schools  
Program  
Cover Sheet**

Name of Principal – Mrs. Sue Gary

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Shepherd of the Hills Lutheran

(As it should appear in the official records)

School Mailing Address 6914 Wurzbach Road

San Antonio Texas 78240-3832  
City State Zip Code+4digitstotal)

Tel. ( 210 ) 614-3741 Fax ( 210 ) 692-1639

Website/URL www.shlutheran.org E-mail sgary@shlutheran.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* NA  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name NA Tel. (      ) \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Dr. Frank LoRusso  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

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## **PART I - ELIGIBILITY CERTIFICATION**

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**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

NA

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other (Briefly explain)  
 \_\_\_\_\_ TOTAL

2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 2\_\_ Number of years the principal has been in her/his position at this school.

20\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	31	22	<b>53</b>	<b>7</b>	25	22	47
<b>1</b>	15	21	<b>36</b>	<b>8</b>	20	25	45
<b>2</b>	22	26	<b>48</b>	<b>9</b>			
<b>3</b>	26	35	<b>61</b>	<b>10</b>			
<b>4</b>	18	24	<b>42</b>	<b>11</b>			
<b>5</b>	23	18	<b>41</b>	<b>12</b>			
<b>6</b>	25	23	48	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>421</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>58</u>         | % White                          |
| <u>4</u>          | % Black or African American      |
| <u>36</u>         | % Hispanic or Latino             |
| <u>2</u>          | % Asian/Pacific Islander         |
| <u>          </u> | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 4 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	9
<b>(4)</b>	Total number of students in the school as of October 1	(K-8) = 421 (3&4yr) = 79
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.02
<b>(6)</b>	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English

Proficient

Number of languages represented: 5

Specify languages: English, Spanish, Korean, Polish, Hindi

9. Students eligible for free/reduced-priced meals: 0 %

0 Total Number Students Who

Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %  
30 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>      </u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>      </u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>      </u> Hearing Impairment	<u>2</u> Speech or Language Impairment
<u>      </u> Mental Retardation	<u>      </u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>      </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>23</u>	<u>      </u>
Special resource teachers/specialists	<u>0</u>	<u>2</u>
Paraprofessionals	<u>      </u>	<u>1</u>
Support staff	<u>4</u>	<u>      </u>
Total number	<u>28</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio: 18.3

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	99%	97%	98%	95%	96%
Daily teacher attendance	99%	96%	97%	96%	96%
Teacher turnover rate	2%	12%	16%	8%	4%
Student dropout rate					
Student drop-off rate					

14. (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
<b>Total</b>	_____	100 %

## PART III - SUMMARY

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Shepherd of the Hills Lutheran School and Childcare is located in San Antonio, Texas. We have a total of 500 students, consisting of preschool three and four year olds, and five year old kindergarten through eighth grade. The school was founded in 1979 for the purpose of reaching out to the community with a Christ-centered education. The school site is in the northwest part of San Antonio near the Medical Center. Students come from as far away as 40 miles, not just the northwest part of the city.

Shepherd of the Hills Lutheran School is accredited with the Texas Private School Accreditation Commission through the Lutheran Church-Missouri Synod, Texas District. This accreditation is reviewed annually and renewed every seven years. Our childcare is licensed through the State of Texas Department of Human Resources. The license is reviewed bi-annually.

Our mission is to create a community of parents, staff and children working together to foster Christ-like qualities in all we pursue: Spiritual growth, academic excellence, physical, emotional and social development. The entire mindset of Shepherd of the Hills is Bible-based. As Christ is the center of Christian life, so He must be the center of Christian Education.

Shepherd of the Hills strives to nurture each individual into a mature, wholesome personality, capable of meeting their responsibilities to God and their country. We hope to meet the basic needs of the students by providing a stimulating education; using appropriate strategies to motivate students to learn, grow and develop their own level of capability; using technology to better prepare students for the world of tomorrow; and by providing elective and extra-curricular activities in sports and music. Throughout the year, students present a variety of programs which give a Christian message and thereby integrate our school life into the community.

The calendar divides the teaching year into four instructional quarters, which total 180 teaching days. An attempt is made to coordinate all openings and closings with the Northside Independent School District in so far as a religious schedule superimposed over a secular schedule will permit. The school day consists of a minimum of seven hours, which includes intermissions, recesses and lunch periods. The present school hours are from 8 A.M. to 3 P.M.; grades seven and eight begin their day at 7:45 A.M. in their respective homerooms. Childcare is open from 6:30 A.M. to 6:30 P.M.

Individual teachers of the self-contained classrooms are responsible for the preparation of their instructional schedules, being sure to follow the guidelines listed for the instructional areas. The Junior High teachers departmentalize, teaching specific subject areas in which they are qualified. As directed by the State Accreditation Board, curriculums have been revised and edited for every subject area, except two, which will be completed this year. Each subject area includes the Texas Essential Knowledge and Skills objectives as well as those set by our Lutheran School System. All of the areas presented to the Accreditation Commission have been accepted and included as part of our “excellent” rating. Courses taught include the core curriculum plus technology, music, band, art, Spanish, and drama.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### Part IV #1 Assessment results in reading and math

Shepherd of the Hills Lutheran School has always set forth as its first and highest priority to be an outreach of excellence in Christian education to our community. For this reason we have never used an entrance test as a criterion for enrollment. We accept all students who are able to participate in a regular educational setting and provide them with a challenging, high quality curriculum designed to help each student achieve to the best of their ability.

All students take the Iowa Test of Basic Skills every spring. (We took the Metropolitan in 2000 when we participated in the Psychological Corporation's Research Program.) All grades, kindergarten through eighth grade, take the test as a group within their classrooms. Most classes range from 19-25 students. Only the Special Education students take their tests individually. Their scores (five-six students) or less than 1% of the students are excluded from the classroom test scores. All students, regardless of ethnic/racial or socioeconomic status, of which we have a wide variety, take the test together. All children are treated as children of God created by the same Maker. All are taught on the level at which they are capable of achieving and receive teacher assistance in class when necessary. After school homework classes as well as enrichment classes, led by our teachers, are also available for any student needing additional assistance or challenge.

The principal and teachers reward students for reaching and maintaining the A (above 93% in all subjects) or A/B (above 84% in all subjects) Honor Roll. Students who make significant strides in achievement but are not capable of reaching A's or B's are also recognized by the administration and teachers.

The eighth grade reading test scores have moved from the 84<sup>th</sup> percentile to the 94<sup>th</sup> percentile in three years, which is a significant achievement for them. In math the scores moved from the 88<sup>th</sup> percentile to 98<sup>th</sup> percentile, which does not seem like significant growth, but it appears that small strides are made in math nationwide, so we are pleased with this progress. The composite score has gone from the 94<sup>th</sup> percentile to 98<sup>th</sup> percentile, which indicates students are capable of reading and understanding the high levels of science and social studies, also.



## **Part IV # 2 Daily assessment**

Teachers assess students daily in the various subject areas that are taught. Specific data from the ITBS helps us to identify areas where students may excel and areas in which additional assistance is needed. With this information, teachers choose methods and materials that assist students in improving areas in which they are weak. Test data also helps us monitor the year to year progress and measures the growth in the various academic subject areas. Over the years it has helped us to identify areas of the curriculum that need strengthening. This, together with the student's class work, tells teachers if significant improvement is taking place. However, test scores do not reveal the social and emotional status of children. We believe observations and personal attention are necessary to help children be successful in life.

Sometimes special tests are administered to students who have specific difficulty in a subject area or are not capable of learning within the regular class. The Special Education teacher provides testing for those students to assess where help is needed and works with them individually or in a small group on a weekly basis. Some parents request tutoring for their child when test scores falter and/or teachers recommend individual help to speed the progress in learning.

Concern and compassion for students moves teachers to frequently assess the progress of students. Parent conferences, telephone messages, e-mail, and written communication keep the parents informed. What a blessing it is to see eager parents willing to assist the teachers and children to achieve their best.

## **Part IV # 3 How the school communicates student performances...**

Shepherd of the Hills communicates student performance and assessment data to parents, students, and the community in a variety of ways. Grade level teachers inform the parents of class progress and happenings of the week through a weekly newsletter. Included in these are daily homework assignments for younger children; calendars and upcoming projects or unit topics are highlighted for older students. In Junior High the homework is published via the internet and parents know the daily assignments must be accomplished by a certain date. These assignments are also available when a child is absent. At midterm (4 ½ weeks) parents receive a progress report which gives them an opportunity to see how their child is doing and if or where additional help is needed. After the first and second quarters a day is set aside for parents to conference with their teacher to discuss their child's progress. Parents do not receive the report card until they have a personal conference with the teacher. After the Iowa Test of Basic Skills is taken, parents receive a letter explaining terminology of the results and a printout of how their child fared. They are given an opportunity to ask for further explanation from the teachers or administrators.

The Lambs' Tale, a bi-monthly news bulletin, is given to every child to take home. This includes summaries of the school's progress and/or accomplishments. Many student performances are displayed on the overhead televisions located in the office, cafeteria and church narthex. This disseminates information to the parents, church members, and community entering our facilities.

#### **Part IV # 4 How we share our successes with other schools**

Since Shepherd of the Hills is in the Northside Independent School District, our teachers often participate in workshops offered by them, and it is during those times that successes are frequently exchanged and shared. Some of our teachers also have had opportunities to present topics at state and national conferences. At this time they can share their expertise and examples of where Shepherd of the Hills students have excelled and what curriculum strategies have been most successful.

Not long ago our principal and school pastor were invited to present to the Southern District of the Lutheran Church-Missouri Synod and presented a workshop on school and church relationships. This shared our success out of state and branched out from there. There are also monthly articles written by our administrator for the Lutheran Education Association Journal. This reaches all Lutheran schools throughout the U.S. Our technologist, together with a Technology Committee, initiated a five year technology plan for Shepherd of the Hills which was shared with the state Lutheran schools and then with schools nationwide. In connection with that, the TechSun Notes are published on the internet each month. This same teacher is also the chairperson for INET, a division of the Lutheran Education Association. Lutheran School Conferences are held annually and provide opportunities when teachers/administrators can present successful ventures to other school personnel.

Test scores from our school are not publicly displayed for all to see, but class scores may be presented when asked for by our district or sister schools. Parents often are our best means of spreading the successes of the school and for that we are grateful.

## PART V – CURRICULUM AND INSTRUCTION

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### Part V #1 School's curriculum

The instructional program of our school utilizes the guidelines established by the Texas Education Agency. In addition, our pupils receive instruction in religion, based upon the teachings of the Lutheran Church-Missouri Synod. We strive to provide current state of the art curriculum and teaching methods, incorporating tested and proven approaches to education. There is no separation of subjects as to the religious and the secular in our school. All subjects are taught in the light of God's revealed Word. At all levels of the school program we are concerned with the child's total development: spiritual, social, mental, emotional and physical.

A full Language Arts curriculum is in place, which includes Reading or Literature, Phonics, Grammar and Writing, Spelling, and Handwriting. Classic children's literature, novels and portfolio assessment encourage the development of both a love for reading and the ability to be an independent reader. Children are also challenged to read in their free time. A variety of incentives are in place – Accelerated Reader, School Library Awards, and individual teacher or community incentives. Phonics instruction is taught in preschool through third grade. Daily grammar review and specific grammar lessons encourage our students to be proficient writers as they engage in process writing, research reports, novel summaries or essays.

Our Mathematics curriculum focuses on basic skills in computation, problem solving, logic and reasoning, utilizing manipulatives and "hands-on" strategies. The math program motivates students to strive for higher understanding of concepts through daily math "stumpers". The program takes our students through basic mathematics and Algebra, all taught daily.

In Social Studies and Science children are actively involved in learning through challenging educational approaches. An emphasis on lab work, projects, science fairs, community speakers, simulations, field trips and multicultural awareness is evident at all grade levels. Scientific discovery is encouraged with all of our students; the scientific method is stressed beginning in the elementary grades.

Music, Physical Education and Technology classes meet twice a week for younger children, progressing up to three times per week for upper grade students. All students meet weekly for art classes; Spanish is available for students in 7<sup>th</sup>–8<sup>th</sup> grades four days a week. All students receive the credits necessary for admission into high school.

Extra curricular activities include a music and sports program, as well as a "Yearbook Group" and "Technology Troop". We also have active Girl and Boy Scout Troops.

Grade level teachers meet weekly to plan lessons designed to meet the needs of their students and review student progress. The Junior High departmentalizes in the areas of Math, Science, History, English/Literature, Technology, Spanish, Music, Public Speaking, Drama, Study and Organizational Skills, and Global Awareness.

Enrichment opportunities provided at each grade level extend and accelerate work for students with special abilities. Several afternoon enrichment classes are offered in Language Arts, Problem Solving, Creative Writing and Advanced Art. Each year we also participate in the Private School Interscholastic contests which encourage and motivate students to go beyond their current curriculum.

## **Part V #2 Reading Curriculum**

“Immerse, involve, integrate, independent.” These are words that describe our reading program choice for our preschool, kindergarten and primary children. They are immersed into a phonics-based program, surrounded by authentic children’s literature, word walls, sentence strips and sight words in an effort to help them connect the spoken word with the written word. By the time they leave our primary grades, our goal is for all of them to be independent readers. Our early childhood teachers use the Open Court Reading series because of its strong phonics base; they also incorporate children’s books into their curriculum, Accelerated Reader and SRA, as well as involving the parents in an at-home reading program.

“Variety, value, vocabulary, versatility.” These words convey some of our reading curriculum goals for our students in second through eighth grade. The students use the Scott Foresman reading series through sixth grade as a starting point, which introduces them to a variety of literature while still developing the basic skills of reading. The teachers also incorporate a variety of novels from all genre, hoping to build interest in other areas as well as helping our students to become lifelong readers. Building vocabulary is a main focus at all grade levels as well as teaching the students reading strategies, comprehension skills and helping them to become competent at writing skills.

In seventh and eighth grade the students incorporate portfolio assessment into their approach to novel analysis as they further extend their understanding of story elements, reading strategies, and appreciation of literature.

## **Part V #3 Curriculum and Instruction**

In the spring of 2000 the entire technology curriculum was updated; in the fall of 2002, the entire technology system was updated with new Dell computers in our lab, classrooms, offices and library. Because the global environment is technology driven, Shepherd of the Hills felt it was essential to incorporate technology into our educational and spiritual ministry. Our technology curriculum has taken students, staff, and even parents to a new understanding of the importance and utilization of technology. It has been a model used by public and private schools, presented in regional educator workshops and various training seminars. This supports our mission of reaching out to the community.

Technology is not only taught as a separate subject throughout the week, but is also incorporated into many subject areas. Our students are led into the world of technology through guided teaching, demonstration and above all, hands-on experience. Texas sets a high standard for technology in the Texas Essential Knowledge and Skills objectives. We meet and exceed these objectives through activities that help our students become fluent in all aspects of Microsoft Office XP, use of digital cameras, scanners and LCD projectors. For the early childhood students, smaller keyboards which physically fit their small hands are provided. Children at this age learn the basic tools of operating a computer and are taught to play games that benefit them academically.

Having computers and televisions in each classroom allows teachers and students to visually present lessons and demonstrate a variety of strategies using Power Point, internet sites and other programs. Technology is also used to facilitate weekly chapel services for the students. Parents, church members, prospective families, and the community alike have access to information on the web site at <http://www.shlutheran.org>

#### **Part V # 4 Instructional Methods**

Shepherd of the Hills Lutheran School believes that stimulating instructional methods are essential in providing a quality education for our children. Students on our campus are instructed using a mixture of strategies and techniques designed to motivate them to grow and develop as individuals. The instructional objective is to encourage students to become lifetime learners by developing their God-given talents.

In addition to the traditional strategies of demonstrations, learning games, worksheets, and lecture, the teachers of Shepherd of the Hills Lutheran School use a multitude of instructional methods. To improve student learning we use graphic organizers, simulations, manipulatives, hands-on activities, cooperative groups, and group investigations. Using the technology we have available there are Power Point presentations by teachers and students, computer programs and games, educational videos, internet activities such as virtual tours, gathering information and interactive lessons. Also to stimulate learning, our students are given opportunities to role-play, participate in learning stations, hold debates, listen to audio tapes/CD's, and have guest speakers visit the classrooms. Additionally there are weekly age appropriate newspapers and magazines, and Junior High classes receive a daily local newspaper.

#### **Part V #5**

Shepherd of the Hills Lutheran School expects the highest standard of professional competence and complete adherence to its Christian objectives on the part of each teacher. We believe that Christian educators are committed to providing a complete education for God's people by meeting their physical, academic, emotional, social and spiritual needs. This must be evident in their classrooms and daily lives.

We believe that teachers need to continue their educational opportunities to stay abreast of new techniques, activities and challenging materials that will be useful in the classroom. Each year teachers receive up to 15-20 hours of staff development either from inservice programs at Shepherd of the Hills or from workshops provided through our Region 20 Education Service Center along with other publicized workshop offerings. School representatives are also sent to the Texas District Educator conferences and Early Childhood conferences presented by our Lutheran Church-Missouri Synod, Texas District. Teachers are provided time away from the classroom to attend professional development workshops throughout the school year.

A fully paid Master's Degree incentive is offered for our teachers. Through this incentive, 38% of our teaching staff have received a Master's Degree with another 20% completing the Master's program in the next two years.

Technology training is provided to each teacher throughout the year. Training is provided on our campus along with classes through the Region 20 Education Service Center. Teachers are required to use technology in their classrooms through internet instruction, lesson presentations and grade management.

## PART VI - PRIVATE SCHOOL ADDENDUM

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

Private school association(s): Lutheran Church Missouri Synod  
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No \_\_\_\_\_

### Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>3150</u> K	\$ <u>3150</u> 1 <sup>st</sup>	\$ <u>3150</u> 2 <sup>nd</sup>	\$ <u>3150</u> 3 <sup>rd</sup>	\$ <u>3150</u> 4 <sup>th</sup>	\$ <u>3150</u> 5 <sup>th</sup>
\$ <u>3300</u> 6 <sup>th</sup>	\$ <u>3300</u> 7 <sup>th</sup>	\$ <u>3300</u> 8 <sup>th</sup>	\$ _____ 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ _____ Other				

2. What is the educational cost per student? \$ 3525.00  
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 85.00
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 4 %

# PART VII - ASSESSMENT RESULTS

## REPORTING FORMAT FOR ASSESSMENT DATA REFERENCED AGAINST NATIONAL NORMS

### SHEPHERD OF THE HILLS LUTHERAN SCHOOL

Iowa Test of Basic Skills  
Form K 1995  
Riverside Publishing  
Scores are reported as percentiles.  
No students are excluded from the test.

	2002-2003	2001-2002	2001-2000
Testing Month	February	February	February
<b>Grade - 1</b>			
Reading	90	89	90
Mathematics	85	74	69
Number of students tested	52	65	45
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 2</b>			
Reading	84	85	75
Mathematics	84	69	71
Number of students tested	65	43	39
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 3</b>			
Reading	79	64	77
Mathematics	72	72	79
Number of students tested	42	37	44
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 4</b>			
Reading	74	79	78
Mathematics	72	80	85
Number of students tested	40	34	40
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 5</b>			
Reading	73	75	73
Mathematics	70	78	75
Number of students tested	39	44	48
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

**FORMAT FOR REPORTING ASSESSMENT DATA  
REFERENCED AGAINST NATIONAL NORMS**

**SHEPHERD OF THE HILLS LUTHERAN SCHOOL**

Iowa Test of Basic Skills  
Form K 1995  
Riverside Publishing  
Scores are reported as percentiles.  
No students are excluded from the test.

	2002-2003	2001-2002	2001-2000
Testing Month	February	February	February
<b>Grade - 6</b>			
Reading	69	72	72
Mathematics	74	73	73
Number of students tested	47	60	48
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 7</b>			
Reading	82	80	74
Mathematics	75	78	65
Number of students tested	50	40	45
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 8</b>			
Reading	80	72	71
Mathematics	81	71	72
Number of students tested	41	43	41
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Testing Month</b>	<b>April</b>	<b>April</b>	<b>April</b>
<b>Grade-Kindergarten</b>			
Reading (Language)	88	87	82
Mathematics	87	91	91
Number of students tested	43	51	40
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0